

Griggs Road Elementary

100 Griggs Road
Clover,, South Carolina 29710

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-4 Elementary School | |
| Enrollment | 459 Students | |
| Principal | Pamela L. Cato | 803-222-5777 |
| Superintendent | Dr. Vickie Phelps | 803-222-7191 |
| Board Chair | Jeffrey M. Siegrist | 803-831-9383 |

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 9 | 26 | 5 | 0 | 1 |

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Excellent | Excellent | Yes |
| 2004 | Excellent | Good | Yes |
| 2005 | Good | Average | Yes |
| 2006 | Good | Average | Yes |

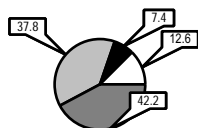
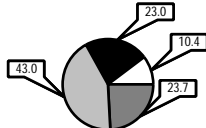
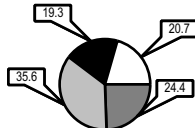
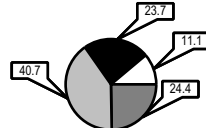
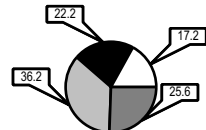
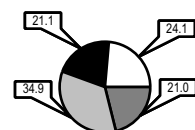
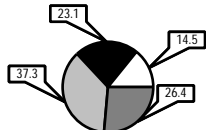
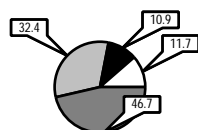
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

91.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 145 | 100.0 | 12.6 | 37.8 | 42.2 | 7.4 | 64.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 73 | 100.0 | 17.9 | 40.3 | 37.3 | 4.5 | 62.7 | N/A | N/A |
| Female | 72 | 100.0 | 7.4 | 35.3 | 47.1 | 10.3 | 66.2 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 123 | 100.0 | 11.2 | 37.1 | 44.0 | 7.8 | 68.1 | Yes | Yes |
| African American | 16 | 100.0 | 21.4 | 42.9 | 35.7 | 0.0 | 35.7 | I/S | I/S |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 126 | 100.0 | 6.9 | 37.1 | 47.4 | 8.6 | 72.4 | N/A | N/A |
| Disabled | 19 | 100.0 | 47.4 | 42.1 | 10.5 | 0.0 | 15.8 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 145 | 100.0 | 12.6 | 37.8 | 42.2 | 7.4 | 64.4 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 142 | 100.0 | 12.1 | 37.1 | 43.2 | 7.6 | 65.2 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 44 | 100.0 | 22.0 | 48.8 | 26.8 | 2.4 | 56.1 | Yes | Yes |
| Full-pay meals | 101 | 100.0 | 8.5 | 33.0 | 48.9 | 9.6 | 68.1 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 145 | 100.0 | 10.4 | 43.0 | 23.7 | 23.0 | 59.3 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 73 | 100.0 | 9.0 | 46.3 | 22.4 | 22.4 | 56.7 | N/A | N/A |
| Female | 72 | 100.0 | 11.8 | 39.7 | 25.0 | 23.5 | 61.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 123 | 100.0 | 10.3 | 39.7 | 25.9 | 24.1 | 62.9 | Yes | Yes |
| African American | 16 | 100.0 | 14.3 | 71.4 | 7.1 | 7.1 | 21.4 | I/S | I/S |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 126 | 100.0 | 5.2 | 42.2 | 27.6 | 25.0 | 64.7 | N/A | N/A |
| Disabled | 19 | 100.0 | 42.1 | 47.4 | 0.0 | 10.5 | 26.3 | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 145 | 100.0 | 10.4 | 43.0 | 23.7 | 23.0 | 59.3 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 142 | 100.0 | 10.6 | 42.4 | 23.5 | 23.5 | 59.1 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 44 | 100.0 | 12.2 | 53.7 | 19.5 | 14.6 | 46.3 | Yes | Yes |
| Full-pay meals | 101 | 100.0 | 9.6 | 38.3 | 25.5 | 26.6 | 64.9 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 145 | 100.0 | 20.7 | 35.6 | 24.4 | 19.3 | 43.7 |
| Gender | | | | | | | |
| Male | 73 | 100.0 | 22.4 | 32.8 | 28.4 | 16.4 | 44.8 |
| Female | 72 | 100.0 | 19.1 | 38.2 | 20.6 | 22.1 | 42.6 |
| Racial/Ethnic Group | | | | | | | |
| White | 123 | 100.0 | 19.8 | 31.9 | 27.6 | 20.7 | 48.3 |
| African American | 16 | 100.0 | 35.7 | 50.0 | 7.1 | 7.1 | 14.3 |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 126 | 100.0 | 13.8 | 37.9 | 26.7 | 21.6 | 48.3 |
| Disabled | 19 | 100.0 | 63.2 | 21.1 | 10.5 | 5.3 | 15.8 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 145 | 100.0 | 20.7 | 35.6 | 24.4 | 19.3 | 43.7 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 142 | 100.0 | 21.2 | 34.1 | 25.0 | 19.7 | 44.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 44 | 100.0 | 26.8 | 46.3 | 17.1 | 9.8 | 26.8 |
| Full-pay meals | 101 | 100.0 | 18.1 | 30.9 | 27.7 | 23.4 | 51.1 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|
| Social Studies | | | | | | | |
| All Students | 145 | 100.0 | 11.1 | 40.7 | 24.4 | 23.7 | 48.1 |
| Gender | | | | | | | |
| Male | 73 | 100.0 | 11.9 | 35.8 | 28.4 | 23.9 | 52.2 |
| Female | 72 | 100.0 | 10.3 | 45.6 | 20.6 | 23.5 | 44.1 |
| Racial/Ethnic Group | | | | | | | |
| White | 123 | 100.0 | 9.5 | 40.5 | 24.1 | 25.9 | 50.0 |
| African American | 16 | 100.0 | 28.6 | 50.0 | 21.4 | 0.0 | 21.4 |
| Asian/Pacific Islander | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 126 | 100.0 | 7.8 | 38.8 | 26.7 | 26.7 | 53.4 |
| Disabled | 19 | 100.0 | 31.6 | 52.6 | 10.5 | 5.3 | 15.8 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 145 | 100.0 | 11.1 | 40.7 | 24.4 | 23.7 | 48.1 |
| English Proficiency | | | | | | | |
| Limited English Proficient | 3 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 142 | 100.0 | 11.4 | 40.9 | 23.5 | 24.2 | 47.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 44 | 100.0 | 14.6 | 43.9 | 24.4 | 17.1 | 41.5 |
| Full-pay meals | 101 | 100.0 | 9.6 | 39.4 | 24.5 | 26.6 | 51.1 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | 64 | 100.0 | 8.9 | 25.0 | 50.0 | 16.1 | 66.1 |
| | 4 | 81 | 100.0 | 22.5 | 47.5 | 27.5 | 2.5 | 30.0 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 69 | 100.0 | 13.4 | 31.3 | 43.3 | 11.9 | 55.2 |
| | 4 | 76 | 100.0 | 11.8 | 44.1 | 41.2 | 2.9 | 44.1 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2005 | 3 | 64 | 100.0 | 1.8 | 42.9 | 32.1 | 23.2 | 55.4 |
| | 4 | 81 | 100.0 | 10.0 | 35.0 | 32.5 | 22.5 | 55.0 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 69 | 100.0 | 10.4 | 50.7 | 22.4 | 16.4 | 38.8 |
| | 4 | 76 | 100.0 | 10.3 | 35.3 | 25.0 | 29.4 | 54.4 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Science | | | | | | | | |
| 2005 | 3 | 64 | 100.0 | 17.9 | 41.1 | 25.0 | 16.1 | 41.1 |
| | 4 | 81 | 100.0 | 22.5 | 37.5 | 30.0 | 10.0 | 40.0 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 69 | 100.0 | 20.9 | 40.3 | 23.9 | 14.9 | 38.8 |
| | 4 | 76 | 100.0 | 20.6 | 30.9 | 25.0 | 23.5 | 48.5 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | | |
| 2005 | 3 | 64 | 100.0 | 1.8 | 42.9 | 28.6 | 26.8 | 55.4 |
| | 4 | 81 | 100.0 | 12.5 | 53.8 | 22.5 | 11.3 | 33.8 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 3 | 69 | 100.0 | 9.0 | 31.3 | 32.8 | 26.9 | 59.7 |
| | 4 | 76 | 100.0 | 13.2 | 50.0 | 16.2 | 20.6 | 36.8 |
| | 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|-------------------|------------------------------|---|---------------------------------|
| Students (n= 459) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No change | 98.9% | 100.0% |
| Retention rate | 1.0% | Up from 0.3% | 1.6% | 2.8% |
| Attendance rate | 97.1% | Down from 97.3% | 96.9% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 0.0% | No change | 0.7% | 0.0% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 0.0% | No change | 0.5% | 0.0% |
| Eligible for gifted and talented | 16.7% | Down from 17.6% | 21.3% | 10.4% |
| On academic plans | 22.2% | N/AV | 22.2% | 33.6% |
| On academic probation | N/A | N/AV | 1.1% | 1.0% |
| With disabilities other than speech | 3.1% | Down from 4.0% | 6.2% | 7.5% |
| Older than usual for grade | 0.8% | Up from 0.6% | 0.3% | 0.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 34) | | | | |
| Teachers with advanced degrees | 67.6% | Up from 58.1% | 56.3% | 53.8% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 8.6% | N/A | 1.4% | 2.4% |
| Teachers with emergency or provisional certificates | 0.0% | No change | 0.0% | 0.0% |
| Teachers returning from previous year | 83.9% | Down from 84.1% | 89.5% | 87.3% |
| Teacher attendance rate | 96.2% | Down from 96.3% | 95.4% | 94.9% |
| Average teacher salary | \$46,754 | Up 2.7% | \$43,465 | \$42,485 |
| Prof. development days/teacher | 16.3 days | Down from 17.1 days | 11.8 days | 13.3 days |
| School | | | | |
| Principal's years at school | 3.0 | Up from 2.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.1 to 1 | Up from 18.7 to 1 | 19.8 to 1 | 18.6 to 1 |
| Prime instructional time | 91.0% | Down from 91.4% | 90.9% | 89.7% |
| Dollars spent per pupil* | \$8,317 | Up 4.9% | \$6,239 | \$6,557 |
| Percent of expenditures for teacher salaries* | 66.4% | Down from 69.2% | 66.2% | 64.0% |
| Percent of expenditures for instruction* | 69.1% | | 71.0% | 69.1% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.4% | Down from 99.7% | 99.0% | 99.0% |
| SACS accreditation | No | Down from Yes | Yes | Yes |
| Character development | Excellent | No change | Excellent | Excellent |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 7.8% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | N/A | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As a leader among elementary schools in our state, Griggs Road Elementary School continues to achieve at high levels by providing quality education for all children. Our students, teachers, and parents are dedicated to this goal. For the third consecutive year, Griggs Road received the Closing the Achievement Gap Award from the South Carolina Education Oversight Committee.

The Griggs Road faculty members are committed to providing quality instruction for our students. As part of this commitment, the staff has embraced a professional development initiative emphasizing student engagement. During the 2005-2006 school year our teachers worked with teachers from schools across the district to develop and adopt five core belief statements. The majority of our teachers have completed the initial foundations training for Schlechty's Working on the Work framework. The school design team, made up of teachers representing each grade level, worked with the administration to plan and implement professional development for the school. Time and resources were made available for collaborative planning.

Historically, Griggs Road has had a high level of parent involvement. We had active volunteers in our building on a daily basis. Our School Improvement Council met monthly to discuss school issues and provide input to the administration. Parents serving on various PTO committees contributed their time and talents to many projects/activities at our school. The PTO worked diligently to raise funds for school equipment, supplemental instructional materials, performers for school assemblies and incentives for students. The Grounds Beautification Committee received a Duke Power grant to build a memorial park for two students who died in tragic accidents this year. The Field Day Committee worked closely with teachers to provide parent volunteers, first aid assistance, and refreshments for the students. Parents planned family night meals and refreshments for school events.

Griggs Road encouraged students to be good citizens by emphasizing co-curricular activities such as service learning and character education. Throughout the year the administration, faculty/staff, and parents instilled character education traits and a sense of responsibility in our students. Character education words were introduced during school-wide assemblies. Classroom teachers and the guidance counselor provided additional instruction and follow-up activities to support our character education program. The student council sponsored monthly school-wide service learning projects. This year our students collected money for flood victims in the Gulf Coast area, made supply bags for our overseas servicemen, sent Halloween treat bags to children in local family shelters, and sponsored a food drive for the local assistance center.

As we strive for continued academic excellence, Griggs Road remains committed to providing quality educational opportunities for our students in a safe, healthy environment. We look forward to another outstanding year.

Pamela L. Cato, Principal
Angie Gregory, Chairperson, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 35 | 78 | 104 |
| Percent satisfied with learning environment | 100.0% | 87.0% | 95.2% |
| Percent satisfied with social and physical environment | 100.0% | 89.6% | 97.1% |
| Percent satisfied with school-home relations | 100.0% | 88.5% | 93.2% |

*Only students at the highest elementary school grade level at this school and their parents were included.